



Australian Government

Department of Education, Employment and Workplace Relations

HLTDA407D Implement an individualised oral hygiene program

Release: 1

HLTDA407D Implement an individualised oral hygiene program

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTDA407C Implement an individualised oral hygiene program	HLTDA407D Implement an individualised oral hygiene program	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to implement an individualised oral hygiene program and promote good oral health as part of general good health

This unit acknowledges that dental diseases are the most prevalent chronic diseases worldwide and that oral health is essential to quality of life

All procedures are carried out in accordance with work health and safety (WHS) policies and procedures, current infection control guidelines, Australian and New Zealand Standards, State/Territory legislative requirements and organisation policy

Application of the Unit

Application

This unit applies to dental assistants who assist at the chairside and to others involved in promoting healthy eating habits and oral hygiene practices for the community

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite units

This unit must be assessed after successful achievement of pre-requisites:

- HLTIN301C Comply with infection control policies and procedures
- HLTIN302C Process reusable instruments and equipment in health work
- HLTWHS300A Contribute to WHS processes

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Implement a prescribed oral health education program | <ul style="list-style-type: none">1.1 Follow a prescribed oral health education program if available1.2 Review the client's current oral hygiene routines1.3 Provide information on the <i>causes of oral diseases</i> to clients and carers appropriately and completely using language that can be easily understood1.4 Provide information on the <i>prevention of oral diseases</i> to clients and carers appropriately and completely using language that can be easily understood1.5 Provide an appropriate environment for the client and/or carer to ask questions and become involved in oral health1.6 Actively encourage the client and/or carer to follow an effective individual oral health program1.7 Implement a review strategy to determine the effectiveness of the oral health education program |
| 2. Demonstrate oral hygiene techniques to client and/or carer | <ul style="list-style-type: none">2.1 Demonstrate the presence of plaque to client and/or carer using disclosing solution2.2 Demonstrate a variety of relevant oral hygiene techniques specific to client needs2.3 Provide information about the advantages of different oral hygiene techniques and involve the client and/or carer in the decision making process2.4 Assist the client and/or carer with the implementation of relevant techniques2.5 Demonstrate the use of appropriate aids specific to client needs necessary to achieve and maintain effective oral hygiene2.6 Evaluate client and/or carer oral hygiene techniques and give further instruction when appropriate2.7 Provide information appropriately on the effectiveness and <i>availability of fluoride</i> as directed by the operator |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 3. Provide appropriate advice on cariogenic food and drinks | 3.1 Involve the client and/or carer in a review of current dietary habits
3.2 Develop and give clients and/or carers <i>appropriate information on acids and fermentable carbohydrates</i> in a manner they can understand
3.3 Actively encourage the client and/or carer to ask questions or express views |
| 4. Perform a saliva diagnostic test and record the results | 4.1 Provide full details of the procedure to the client and/or carer
4.2 Provide <i>specific instructions</i> to the client and/or carer before the appointment where a saliva diagnostic test is planned
4.3 Select the appropriate materials for a saliva diagnostic test
4.4 Perform a <i>resting or unstimulated saliva test</i> and record the result in accordance with the manufacturer's instructions
4.5 Perform a <i>stimulated saliva test</i> and record the result in accordance with the manufacturer's instructions |
| 5. Implement a prescribed prevention program to suit an individual client | 5.1 Provide information appropriately on <i>lifestyle change</i> where salivary flow may be diminished as directed by the operator
5.2 Provide appropriate information on materials that can provide <i>additional external protection</i> to the teeth
5.3 Explain <i>methods to increase salivary stimulation</i> as directed by the operator
5.4 Assist the client and/or carers to implement prescribed <i>oral hygiene programs</i> in response to saliva quality and composition |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Applied oral anatomy:
 - structures of the oral cavity - hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
 - teeth - form and function
 - dentition - Arrangement of the teeth, naming and coding of teeth
- Plaque and its differing roles in the development of dental caries and periodontal disease
- Saliva and its role in the maintenance of oral health
 - protecting teeth by neutralising acid
 - acting as a lubricant
 - delivering calcium, phosphate and fluoride to the tooth surface
- The interaction of factors that lead to the development of dental caries including:
 - bacteria in dental plaque
 - diet
 - susceptible tooth surfaces
- The interaction of factors that prevent and control dental caries
 - increasing salivary flow and optimising its composition
 - fluorides
 - plaque control and removal
 - dietary change
- The interaction of factors that lead to the development of periodontal disease including:
 - bacteria in dental plaque
 - accumulation of plaque and calculus
 - smoking
- The interaction of factors that prevent and control periodontal disease including:
 - client education
 - plaque control
- Causes, and prevention, of non caries tooth wear:
 - erosion
 - abrasion
 - attrition
- The role of properly constructed and fitted mouthguards in preventing dental injuries
- Fundamental knowledge of the impact of smoking on oral soft tissues
- Fundamental knowledge of systemic conditions which influence the development of oral

disease

continued ...

Essential knowledge (contd):

- Local oral factors which influence the development of oral disease
- Modifications to oral health education programs related to special needs due to disability, aged care and child needs
- Oral appliances and their impact on oral hygiene maintenance
- Legislative requirements related to the use of fluoride in dentistry

Essential skills:

It is critical that the candidate demonstrate the ability to

- Consistently follow procedures to ensure client safety
- Provide complete and appropriate information on the prevention of oral diseases to clients, carers and others
- Provide complete and appropriate information, advice and demonstration of oral hygiene techniques to clients, carers and others

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply fundamental motivational and learning skills
- Consistently demonstrate interpersonal skills when relating to people from a range of social, cultural and religious backgrounds and physical and mental abilities
- Consistently follow sequenced written instructions and manufacturer specifications for the preparation of materials and medicaments
- Consistently demonstrate communication skills as required in fulfilling the job role as specified by the dental practice/organisation including:
 - acknowledging and responding to a range of views
 - active listening
 - asking for clarification from client and/or carer
 - asking questions
 - negotiation
- Consistently deal with conflict
- Consistently work with others and display empathy with client and relatives
- Consistently use problem solving skills required including:
 - selecting and preparing instruments, equipment and materials as directed by the operator
 - using available resources

- Use communication skills to effectively inform and motivate behaviour change

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is desirable for assessment of this unit
- Consistent compliance with infection control guidelines, WHS procedures, Australian and New Zealand Standards and legislative requirements as they relate to the dental assistant's specific job role
- Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:

- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Method of assessment

- Evidence of essential knowledge and understanding may be provided by:
 - traditional or online (computer-based) assessment
 - questions during workplace assessment
 - written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Staff and/or client feedback
- Supporting statement of supervisor
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Role play simulation

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

This unit may be assessed in conjunction with:

- BSBCMM401A Make a presentation

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

- Prescribed oral health education program may include but is not limited to:*
- Written and/or verbal advice
 - Brochures, information sheets
 - Prescribed home fluoride treatments
 - Recommended toothpaste, toothbrush and oral hygiene aids for home use
 - Modifications due to disability and aged care requirements
 - Age dependent modifications for children

Oral diseases targeted in an oral hygiene program may include:

- Dental caries
- Damage to dentition due to trauma
- Damage to oral tissues due to cigarette smoking
- Effects of low salivary flow
- Non carious tooth wear
 - erosion
 - abrasion
 - attrition
- Periodontal disease

Causes of oral diseases may include but are not limited to:

- Alterations to the quantity and composition of saliva
- Bacteria in dental plaque
- Diet
 - Consumption of foods with high sugar content
 - Frequently consumption foods with high sugar content
 - Consumption of highly acidic foods and drinks
- Smoking
- Susceptible tooth surfaces

Prevention of oral diseases may include but is not limited to:

- Dietary change
- Fluorides
- Increasing salivary flow and optimising its composition
- Plaque control and removal

Oral hygiene techniques may include but are not limited to:

- Manual and electric tooth brushing technique
- Modifications for young children
- Modifications to application of program for carers of special needs and aged care clients
- Modifications to techniques required for clients wearing oral appliances
- Modifications to toothbrush handles for specific needs of client and/or carer
- Use of dental floss
- Use of fluoride toothpaste and mouth rinses when appropriate
- Use of other specific oral hygiene aids when appropriate

The availability of fluoride is determined by legislative requirements and is currently limited to use of:

- Fluoride toothpastes
- Fluoride mouth rinses available without prescription

Appropriate information on acids and fermentable carbohydrates may include but is not limited to:

- The development of dental caries and its relation to:
 - the frequency of eating foods containing added sugars
 - the consistency of foods containing added sugars
 - the consumption of highly acidic drinks that may also have a high sugar content

Specific instructions for a saliva diagnostic test must include:

- Requesting the client not to smoke, consume food or drink, brush their teeth or use a mouthwash for at least one hour before the scheduled appointment time

A resting or unstimulated saliva test may include:

- Visual examination - hydration
 - visually assess salivary production from the small salivary glands in the lip
- Resting pH of unstimulated saliva
- Visual examination - viscosity
 - visually assess the consistency of resting saliva

- A stimulated saliva test may include:*
- Stimulated flow - quantity
 - Stimulated flow - buffering capacity or quality
- Lifestyle change may include:*
- Decreased intake of acids and fermentable carbohydrates
 - Decreased intake of alcohol and caffeine
 - Increased water intake
 - Reduced smoking
- Additional external protection may include:*
- Introduction of supplements containing CPP-ACP
 - Increased exposure to fluoride
- Methods to increase salivary stimulation may include:*
- Chewing foods such as sugar-free gum that stimulate salivary flow
 - Eating foods that stimulate taste
- Altered oral hygiene programs may include:*
- Changed cleaning times
 - Improved cleaning and flossing skills

Unit Sector(s)

Not Applicable